



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 11711423
SAU: Wayne School Department
School: Wayne Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 5

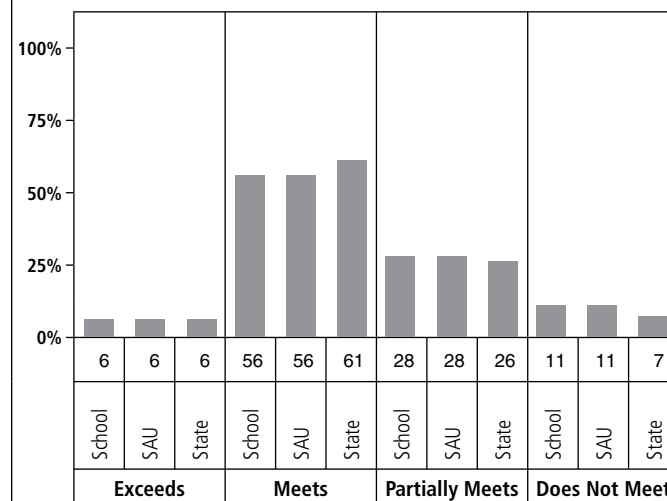
SAU: Wayne School Department

School: Wayne Elementary School

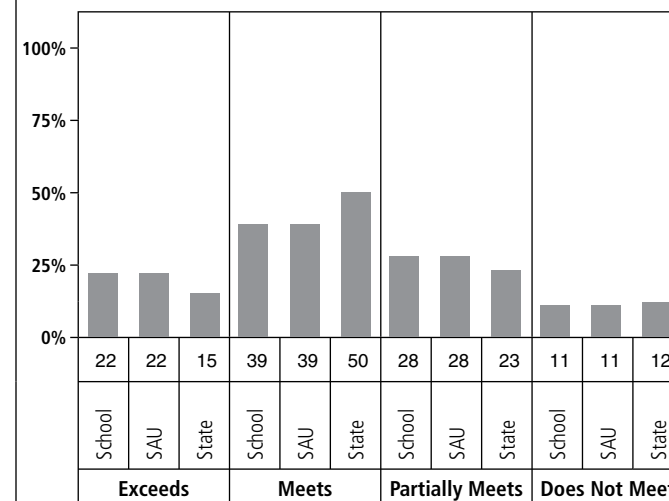
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading 2006–2007 2007–2008 2008–2009 Cum. Avg.*	544	544	544
	546	546	545
			546
			545
Mathematics 2006–2007 2007–2008 2008–2009 Cum. Avg.*	540	540	546
	546	546	546
			547
			546
Science 2008–2009**	542	542	543

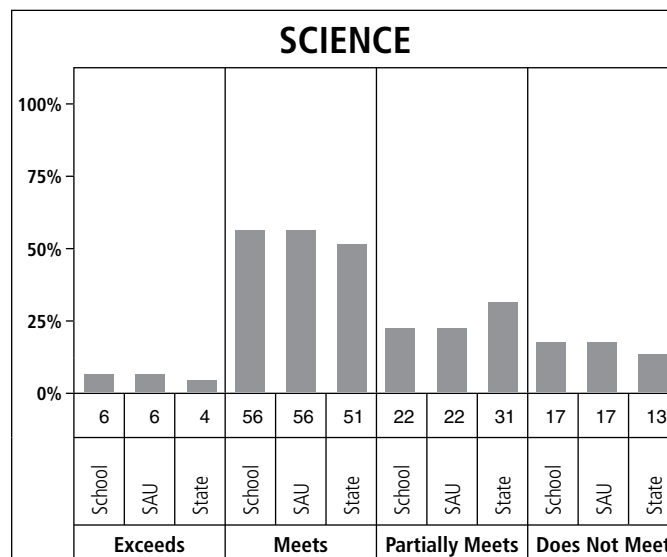
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: Wayne School Department
School: Wayne Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	18	100	18	100	14212	100	18	100	18	100	14135	100	18	100	18	100	14144	100	18	100	18	100	14137	100
Ethnicity African American/Black	0	0	0	0	397	3	0	0	0	0	388	98	0	0	0	0	393	99	0	0	0	0	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	0	0	0	0	259	2	0	0	0	0	253	98	0	0	0	0	258	100	0	0	0	0	257	99
Hispanic	0	0	0	0	175	1	0	0	0	0	172	99	0	0	0	0	172	99	0	0	0	0	173	99
Caucasian/White	18	100	18	100	13271	93	18	100	18	100	13212	100	18	100	18	100	13211	100	18	100	18	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	3	17	3	17	2479	17	3	100	3	100	2454	100	3	100	3	100	2455	100	3	100	3	100	2451	99
Current LEP	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
Economically disadvantaged	3	17	3	17	5848	41	3	100	3	100	5815	100	3	100	3	100	5819	100	3	100	3	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	18	100	18	100	10849	76	18	100	18	100	10872	76	18	100	18	100	10976	77
Identified disability (PET/IEP)	3	17	3	17	298	3	3	17	3	17	307	3	3	17	3	17	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	0	0	0	0	3122	22	0	0	0	0	3124	22	0	0	0	0	3019	21
Identified disability (PET/IEP)	0	0	0	0	1992	64	0	0	0	0	2000	64	0	0	0	0	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	0	0	0	0	907	29	0	0	0	0	886	28	0	0	0	0	826	27
Participation through alternate assessment (PAAP)	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: Wayne School Department
School: Wayne Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	0	0	0	0	702	5
	2007-2008					659	5
	2008-2009 Cum. Total*	1	6	1	6	836 2197	6 5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	5	50	5	50	7730	55
	2007-2008					8195	58
	2008-2009 Cum. Total*	10	56	10	56	8495 24420	61 58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	5	50	5	50	4182	30
	2007-2008					3800	27
	2008-2009 Cum. Total*	5	28	5	28	3667 11649	26 28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	0	0	0	0	1419	10
	2007-2008					1362	10
	2008-2009 Cum. Total*	2	11	2	11	973 3754	7 9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	30.6	63.8	30.6	63.8	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	15.3	63.8	15.3	63.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	15.2	63.3	15.2	63.3	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Wayne School Department
 School: Wayne Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	18	1	6	10	56	5	28	2	11	546	18	6	56	28	11	546	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										0						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	0										0						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	18	1	6	10	56	5	28	2	11	546	18	6	56	28	11	546	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2290	0	29	47	23	537
No	15	1	7	8	53	5	33	1	7	547	15	7	53	33	7	547	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	18	1	6	10	56	5	28	2	11	546	18	6	56	28	11	546	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	3										3						5716	2	51	35	12	542
No	15	1	7	9	60	4	27	1	7	547	15	7	60	27	7	547	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	18	1	6	10	56	5	28	2	11	546	18	6	56	28	11	546	13963	6	61	26	7	546
Gender																						
Female	8	1	13	4	50	2	25	1	13	547	8	13	50	25	13	547	6882	8	62	24	6	547
Male	10	0	0	6	60	3	30	1	10	545	10	0	60	30	10	545	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						1914	1	41	44	14	540
No	16	1	6	9	56	5	31	1	6	547	16	6	56	31	6	547	12057	7	64	23	6	547
Gifted/talented program																						
Yes	4										4						450	26	72	2	0	557
No	14	1	7	6	43	5	36	2	14	543	14	7	43	36	14	543	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Wayne School Department

School: Wayne Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	6 61 33 0	0 0 1	0 0 17	0 6 4	0 55 67	0 5 0	0 45 0	1 0 1	100 0 17	524 545 552	6 61 33 0	0 0 17	0 55 67	0 45 0	100 0 17	524 545 552	4 70 24 2	2 6 7 4	40 63 61 42	34 26 26 33	24 6 6 21	540 546 546 541
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	50 17 33 0	1 0 0	11 0 0	4 0 6	44 0 100	3 2 0	33 67 0	1 1 0	11 33 0	547 535 549	50 17 33 0	11 0 0	44 0 100	33 67 0	11 33 0	547 535 549	36 47 15 2	10 5 2 0	67 62 47 30	18 27 40 46	5 6 12 24	549 546 541 537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	22 61 11 6	1 0 0 0	25 0 0	2 7 1 0	50 64 50 0	0 4 1 0	0 36 50 0	1 0 0 1	25 0 0 100	551 547 542 524	22 61 11 6	25 0 0 0	50 64 50 0	0 36 50 0	25 0 0 100	551 547 542 524	31 55 10 3	9 5 3 1	65 63 45 31	20 27 38 41	5 5 14 27	548 546 542 537
How difficult was the reading part of this test? A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	17 61 22	0 1 0	0 9 0	1 7 2	33 64 50	1 2 2	33 18 50	1 1 0	33 9 0	539 548 545	17 61 22	0 9 0	33 64 50	33 18 50	33 9 0	539 548 545	16 64 20	3 7 5	49 63 62	32 25 26	15 5 7	542 547 546
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	0 72 28										0 72 28						10 52 38	1 4 10	33 61 68	42 29 18	24 6 4	538 545 549
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	11 39 11 39	0 1 0 0	0 14 0	1 3 1 5	50 43 50 71	0 3 1 1	0 43 50 14	1 0 0 1	50 0 0 14	536 550 542 546	11 39 11 39	0 14 0 0	50 43 50 71	0 43 50 14	50 0 0 14	536 550 542 546	20 56 10 14	10 7 3 1	64 65 52 46	21 24 33 38	5 5 12 14	548 547 543 541
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	18 24 59	0 0 1	0 0 10	3 2 4	100 50 40	0 2 3	0 50 30	0 0 2	0 0 20	550 547 544	18 24 59	0 0 10	100 50 40	0 50 30	0 0 20	550 547 544	25 26 49	3 6 8	53 61 65	33 26 23	11 7 5	543 546 547
Optional school/SAU question A. B. C. D.	0 0 0 0										0 0 0 0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: Wayne School Department
School: Wayne Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	0	0	0	0	1711	12
	2007-2008					1617	12
	2008-2009	4	22	4	22	2119	15
	Cum. Total*					5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	5	50	5	50	6778	48
	2007-2008					7284	52
	2008-2009	7	39	7	39	7046	50
	Cum. Total*					21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	4	40	4	40	3884	28
	2007-2008					3341	24
	2008-2009	5	28	5	28	3193	23
	Cum. Total*					10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	1	10	1	10	1683	12
	2007-2008					1778	13
	2008-2009	2	11	2	11	1638	12
	Cum. Total*					5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	24.9	51.9	24.9	51.9	25.5	53.1
A. Number	18	38	9.8	54.4	9.8	54.4	9.8	54.4
B. Data	10	21	4.9	49.0	4.9	49.0	5.2	52.0
C. Geometry	10	21	4.7	47.0	4.7	47.0	4.7	47.0
D. Algebra	10	21	5.5	55.0	5.5	55.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Wayne School Department
 School: Wayne Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	18	4	22	7	39	5	28	2	11	546	18	22	39	28	11	546	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										0						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	0										0						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	18	4	22	7	39	5	28	2	11	546	18	22	39	28	11	546	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2307	3	32	32	33	536
No	15	4	27	6	40	4	27	1	7	549	15	27	40	27	7	549	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	18	4	22	7	39	5	28	2	11	546	18	22	39	28	11	546	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	3										3						5731	7	46	29	18	542
No	15	3	20	6	40	5	33	1	7	546	15	20	40	33	7	546	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	18	4	22	7	39	5	28	2	11	546	18	22	39	28	11	546	13988	15	50	23	12	547
Gender																						
Female	8	1	13	4	50	2	25	1	13	545	8	13	50	25	13	545	6889	14	51	23	12	546
Male	10	3	30	3	30	3	30	1	10	546	10	30	30	30	10	546	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						1918	3	39	36	22	539
No	16	4	25	6	38	5	31	1	6	549	16	25	38	31	6	549	12078	17	52	21	10	548
Gifted/talented program																						
Yes	4										4						450	64	34	2	0	564
No	14	2	14	5	36	5	36	2	14	541	14	14	36	36	14	541	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Wayne School Department

School: Wayne Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	0	0	0	0	0	0	1	100	518	6	0	0	0	100	518	4	8	38	26	28	539
B. less than one hour	61	1	9	6	55	4	36	0	0	545	61	9	55	36	0	545	70	15	52	23	10	547
C. one to two hours	33	3	50	1	17	1	17	1	17	552	33	50	17	17	17	552	24	15	51	23	11	547
D. more than two hours	0										0						2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	44	3	38	4	50	1	13	0	0	555	44	38	50	13	0	555	34	28	50	14	8	552
B. good	44	1	13	2	25	3	38	2	25	538	44	13	25	38	25	538	45	11	54	24	10	546
C. fair	11	0	0	1	50	1	50	0	0	540	11	0	50	50	0	540	18	3	45	33	19	540
D. poor	0										0						3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	44	1	13	3	38	3	38	1	13	541	44	13	38	38	13	541	38	22	52	19	7	550
B. They match some of what I have learned.	33	1	17	4	67	1	17	0	0	550	33	17	67	17	0	550	48	12	53	24	11	546
C. They match just a little of what I have learned.	17	2	67	0	0	1	33	0	0	560	17	67	0	33	0	560	11	6	40	30	24	540
D. There is no match.	6	0	0	0	0	0	0	1	100	518	6	0	0	0	100	518	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	6	0	0	0	0	1	100	0	0	540	6	0	0	100	0	540	17	7	42	30	21	540
B. about the same as my regular schoolwork	56	1	10	6	60	2	20	1	10	543	56	10	60	20	10	543	64	15	53	23	10	547
C. easier than my regular schoolwork	39	3	43	1	14	2	29	1	14	550	39	43	14	29	14	550	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	6	0	0	1	100	0	0	0	0	550	6	0	100	0	0	550	7	6	39	27	27	539
B. 30–45 minutes	44	1	13	4	50	2	25	1	13	545	44	13	50	25	13	545	28	9	49	28	15	544
C. 45–60 minutes	39	2	29	2	29	2	29	1	14	543	39	29	29	29	14	543	41	17	53	21	9	548
D. more than 60 minutes	11	1	50	0	0	1	50	0	0	555	11	50	0	50	0	555	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	6	0	0	1	100	0	0	0	0	554	6	0	100	0	0	554	6	14	43	24	20	543
B. two or three days a week	44	2	25	4	50	2	25	0	0	551	44	25	50	25	0	551	24	17	52	21	10	548
C. two or three times each month	22	2	50	0	0	1	25	1	25	544	22	50	0	25	25	544	33	17	52	21	9	548
D. never or almost never	28	0	0	2	40	2	40	1	20	537	28	0	40	40	20	537	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	28	1	20	1	20	3	60	0	0	546	28	20	20	60	0	546	23	13	47	26	15	545
B. two or three days a week	22	1	25	3	75	0	0	0	0	556	22	25	75	0	0	556	31	17	52	21	10	548
C. two or three times each month	28	1	20	1	20	1	20	2	40	536	28	20	20	20	40	536	27	17	52	21	10	548
D. never or almost never	22	1	25	2	50	1	25	0	0	547	22	25	50	25	0	547	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: Wayne School Department
School: Wayne Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	1	6	1	6	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	10	56	10	56	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	4	22	4	22	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	3	17	3	17	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	28.4	59.2	28.4	59.2	29.2	60.8
D. The Physical Setting	24	50	12.9	53.8	12.9	53.8	12.9	53.8
E. The Living Environment	24	50	15.6	65.0	15.6	65.0	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Wayne School Department
 School: Wayne Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	18	1	6	10	56	4	22	3	17	542	18	6	56	22	17	542	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										0						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	0										0						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	18	1	6	10	56	4	22	3	17	542	18	6	56	22	17	542	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2309	2	29	39	29	536
No	15	1	7	8	53	4	27	2	13	544	15	7	53	27	13	544	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	18	1	6	10	56	4	22	3	17	542	18	6	56	22	17	542	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	3										3						5729	2	42	37	20	539
No	15	1	7	9	60	3	20	2	13	544	15	7	60	20	13	544	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	18	1	6	10	56	4	22	3	17	542	18	6	56	22	17	542	13987	4	51	31	13	543
Gender																						
Female	8	1	13	3	38	2	25	2	25	540	8	13	38	25	25	540	6886	4	49	33	14	542
Male	10	0	0	7	70	2	20	1	10	543	10	0	70	20	10	543	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						1917	1	31	41	28	536
No	16	1	6	9	56	4	25	2	13	543	16	6	56	25	13	543	12078	5	55	30	11	544
Gifted/talented program																						
Yes	4										4						450	25	72	2	1	557
No	14	1	7	6	43	4	29	3	21	539	14	7	43	29	21	539	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Wayne School Department

School: Wayne Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	0	0	0	0	0	0	1	100	500	6	0	0	0	100	500	4	2	37	35	25	538
B. less than one hour	61	0	0	6	55	4	36	1	9	542	61	0	55	36	9	542	70	4	53	31	12	544
C. one to two hours	33	1	17	4	67	0	0	1	17	548	33	17	67	0	17	548	24	5	51	31	12	544
D. more than two hours	0										0						2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	22	1	25	3	75	0	0	0	0	553	22	25	75	0	0	553	26	7	56	26	11	545
B. good	67	0	0	7	58	4	33	1	8	543	67	0	58	33	8	543	53	4	53	31	11	544
C. fair	6	0	0	0	0	0	0	1	100	528	6	0	0	0	100	528	18	2	41	39	17	540
D. poor	6	0	0	0	0	0	0	1	100	500	6	0	0	0	100	500	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	11	0	0	1	50	0	0	1	50	524	11	0	50	0	50	524	23	5	56	28	11	544
B. They match some of what I have learned.	56	0	0	5	50	4	40	1	10	541	56	0	50	40	10	541	48	5	52	31	12	544
C. They match just a little of what I have learned.	28	1	20	3	60	0	0	1	20	549	28	20	60	0	20	549	23	4	49	33	14	543
D. There is no match.	6	0	0	1	100	0	0	0	0	548	6	0	100	0	0	548	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	25	0	0	3	75	1	25	0	0	546	25	0	75	25	0	546	23	5	48	31	16	543
B. about the same as my regular schoolwork	63	1	10	5	50	3	30	1	10	545	63	10	50	30	10	545	58	4	52	32	12	543
C. easier than my regular schoolwork	13	0	0	1	50	0	0	1	50	524	13	0	50	0	50	524	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	0										0						33	5	51	31	14	543
B. a few times a week	28	1	20	1	20	2	40	1	20	542	28	20	20	40	20	542	45	4	52	32	11	544
C. once a week	17	0	0	0	0	1	33	2	67	521	17	0	0	33	67	521	8	4	50	30	16	542
D. a few times a month	56	0	0	9	90	1	10	0	0	548	56	0	90	10	0	548	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	28	0	0	2	40	2	40	1	20	541	28	0	40	40	20	541	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	11	0	0	1	50	1	50	0	0	541	11	0	50	50	0	541	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	33	1	17	2	33	1	17	2	33	536	33	17	33	17	33	536	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	28	0	0	5	100	0	0	0	0	549	28	0	100	0	0	549	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	28	1	20	2	40	2	40	0	0	547	28	20	40	40	0	547	47	4	51	32	12	543
B. a few times a month	17	0	0	2	67	1	33	0	0	547	17	0	67	33	0	547	27	5	54	30	11	544
C. once a month	44	0	0	5	63	1	13	2	25	541	44	0	63	13	25	541	10	5	49	30	15	543
D. never or almost never	11	0	0	1	50	0	0	1	50	524	11	0	50	0	50	524	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	39	1	14	3	43	3	43	0	0	546	39	14	43	43	0	546	46	4	52	32	12	543
B. a few times a month	28	0	0	2	40	1	20	2	40	531	28	0	40	20	40	531	28	5	53	30	12	544
C. once a month	22	0	0	3	75	0	0	1	25	544	22	0	75	0	25	544	11	4	47	34	15	542
D. never or almost never	11	0	0	2	100	0	0	0	0	548	11	0	100	0	0	548	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
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